

Grammar
Revision Notes
for
Hong Kong School
Primary 5
1st Term
Students

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To maximize the benefits of this book, I recommend establishing a consistent reading routine. Aim to read a few pages every day, gradually progressing through the chapters, and conclude the entire book within a week.

Continue this pattern in subsequent weeks for sustained learning and growth.

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Distance and Length of Time

- **HOW TALL** is the vertical height of a person or an object
- **HOW HEAVY** is the weight of a person or an object
- **HOW HIGH** is the vertical elevation of an object.
- **HOW LONG** refers to the time it takes to get there
- **HOW FAR** is a place

These are questions used to ask about someone's height, weight, length, or other physical attributes.

1. **How tall:** "How tall" is used to inquire about the **vertical height** or stature of a person or object. It is commonly used when discussing the height of people, buildings, trees, or any other vertical measurement. For example:

<u>Question</u>	<u>Answer</u>
How tall is the IFC Tower? (Don't say: how height .)	It is 200 metre <u>tall</u> .

2. **How high:** "How high" is used to inquire about the **vertical distance** or **elevation** of an object or location. It is commonly used when discussing altitudes, heights of mountains, or the vertical position of things. For example:

<u>Question</u>	<u>Answer</u>
How high is the aeroplane flying?	It can fly to 30,000 metres <u>high</u> .

3. **How long:** "How long" is used to ask about the **duration** or **length** of time something takes or lasts. It can refer to the time it takes to complete an action or the length of an object or event. For example:

<u>Question</u>	<u>Answer</u>
How long does it take to drive from Kennedy Town to Chai Wan?	It takes about one hour.

4. **How heavy:** "How heavy" is used to ask about the **weight** of a person or object. It is used to inquire about the amount of mass an item or individual possesses. For example:

<u>Question</u>	<u>Answer</u>
How heavy is that suitcase? (Don't say: how weight .)	It <u>weighs</u> 2lbs.

Distance and Length of Time

5. **How far:** "How far" is used to inquire about distance. It is a common way to ask about the extent or measure of distance **between two points**. For example:

<u>Question</u>	<u>Answer</u>
How far is it <i>from</i> your home <i>to</i> your school?	It is a little more than 500 kilometres.

NOUN PHRASE

When discussing distance and length of time, it is common to use noun phrases to describe specific distances or lengths of time. For example:

- The airport is **two kilometres** away.
- The beach is a **fifty-minute** drive from here.
- We've been walking for **three hours**.
- It takes only **a few minutes** to read this note.

Note

1. In these examples, "two kilometres," "fifty-minute drive," "three hours" and "a few minutes" are all noun phrases that describe specific distances or lengths of time.
2. When using noun phrases to describe distance and time, it is important to use the correct units of measurement (e.g. kilometres, miles, minutes, hours, etc.)
3. Make sure the noun phrase agrees in number with the noun it is modifying (e.g. "**two kilometres**," not "two kilometre").

Calculating the length of time between two points in time

When calculating the length of time between two points in time, it is important to keep in mind a few key concepts.

1. You should be familiar with the 24-hour clock system, which is used in many countries around the world. In this system, the day is divided into 24 hours.
2. To calculate the length of time between two points in time, you can subtract the starting time from the ending time to find the difference.
3. Example:
Calculate the length of time from 4:30 pm to 2:00 am the next day, you would follow these steps:
 - Convert the starting time to the 24-hour clock system. 4:30 pm is equivalent to 16:30 in the 24-hour clock system.
 - Convert the **ending time** to the 24-hour clock system. 2:00 am the next day is equivalent to **26:00** (or simply 2:00) in the 24-hour clock system.
 - Subtract the starting time from the ending time:

Distance and Length of Time

- $26:00 - 16:30 = 9 \text{ hours and } 30 \text{ minutes.}$
- Therefore, the length of time between 4:30 pm and 2:00 am the next day is 9 hours and 30 minutes.

Compound Noun

Compound nouns are formed by combining two or more words to create a new word with a distinct meaning.

	Compound Noun	Meaning	Example
Referring to distance	milestone	A significant event or achievement in a process or journey.	We reached a milestone in our project."
	mileage	The distance travelled in miles.	The car's mileage is impressive.
	footstep	The sound or mark left by a foot while walking.	I followed the faint footstep in the snow to find my way back.
Referring to Length of Time	yearbook	A publication documenting events, activities, and people during a specific year.	The yearbook captures the memories of our high school days.
	month-to-month	Describing an agreement or contract with a duration of one month at a time.	They agreed on a month-to-month lease for the apartment.
	daylight	The natural light of the day.	As the sun rose, the room filled with warm daylight .
	hourglass	A device used to measure time consisting of two glass chambers connected by a narrow neck, with sand flowing from one chamber to the other, marking the passage of an hour.	She watched the sand trickle down in the hourglass , marking the passing of time.
	overnight	Happening or occurring during the course of a single night.	The package was shipped yesterday, so it should arrive overnight and be at your doorstep by tomorrow morning.

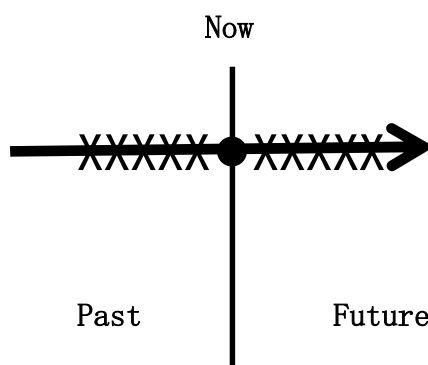
Simple Present Tense

DEFINITION

- The simple present tense is a grammatical tense used to describe actions or states that are habitual, general truths, or regular occurrences.

USAGE

- It is commonly used to express facts, routines, schedules, and general statements.



FORMATION

a. Simple Present Tense with auxiliary verb “do/does”

Affirmative

Subject + base form of the verb + Object Complement

1. First Person, Second Person, Plurals

I You We They My parents John and Mary	live	in Hong Kong.
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2. Third Person Singular

He She It My grandfather Alice	lives	in Hong Kong.
--	-------	---------------

Simple Present Tense

Negative

Subject + do/does not + base form of the verb + Object Complement

I You We They My parents John and Mary	do not (don't)	eat fruits and vegetables.
He She It My grandfather Alice	does not (doesn't)	

Question (Yes/No Answer)

Do/Does + subject + base form of the verb + Object Complement?

<u>Question</u>			<u>Answer</u>	
Do	I you we they my parents John and Mary	eat fruits and vegetables?	Yes, I do.	No, I don't.
			Yes, you do.	No, you don't.
			Yes, we do.	No, we don't.
			Yes, they do.	No, they don't.
			Yes, they do.	No, they don't.
			Yes, they do.	No, they don't.
Does	he she it my grandfather Alice		Yes, he does.	No, he doesn't
			Yes, she does.	No, she doesn't
			Yes, it does.	No, it doesn't
			Yes, he does	No, he doesn't
			Yes, she does.	No, she doesn't

Simple Present Tense

Question Words (Q & A)

Question word + do/does + subject + base form of the verb?

<u>Question Word</u>	<u>Question</u>	<u>Answer</u>
What	What does your mother usually have for dinner?	She usually has chicken, fish and vegetable for dinner.
Where	Where does your father work?	My father works in a pharmacy.
When	When does your father watch television?	He watches television in the evening from 9 until about 11.
Why	Why does your mother sleep so late?	My mother sleeps late because she has a lot of work to do.
Who	Who does your sister often play with?	She often plays with my mother.
Which	Which movie do you like to watch this evening?	I like to watch "The Strong Man with White Clothes" this evening.
How	How do you make a pizza from scratch?	To make a pizza from scratch, you need to mix flour, water, yeast, and salt to make the dough, then add your desired toppings and bake it in the oven.
How much	How much does that shirt cost?	That shirt costs \$300.
How often	How often do you exercise?	I exercise three times a week.
How many	How many students do you have in your class?	I have 30 students in my class.
How long	How long does it take to drive from Kennedy Town to Chai Wan?	It takes about one hour.

b. Simple Present Tense with "Be" (am/is/are)

Affirmative

1 st Person Singular	I	am	
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Simple Present Tense

3 rd Person Singular	He	is	hungry.
	She		
	It		
	John		
	My father		
2 nd Person Singular	You	are	

Negative

1 st Person Singular	I	am not (ain't ¹)	hungry.
3 rd Person Singular	He	is not (isn't)	
	She		
	It		
	John		
	My father		
2 nd Person Singular	You	are not (aren't)	

Interrogative

a) Yes/No Answer

<u>Question</u>			<u>Answer</u>	
Am	I	happy?	Yes, I'm.	No, I'm not.
Are	you		Yes, you're.	No, you aren't.
	we		Yes, we're.	No, we aren't.
	they		Yes, they're.	No, they aren't.
	my parents		Yes, they're.	No, they aren't.
	John and Mary		Yes, they're.	No, they aren't.
Is	he		Yes, he's.	No, he isn't.
	she		Yes, she's.	No, she isn't.
	it		Yes, it's.	No, it isn't.
	my mother		Yes, she's.	No, she isn't.

¹ It's worth noting that "ain't" is considered informal and is often associated with nonstandard or dialectal usage. It is frequently used in spoken language and informal writing but may not be appropriate in formal or academic settings.

Simple Present Tense

b) Question Words (Q & A)

<u>Question Word</u>	<u>Question</u>	<u>Answer</u>
What	What is your favourite book?	My favourite book is "David Copperfield" by Charles Dicken.
Where	Where is the nearest post office?	It is two blocks away.
When	When is your birthday?	My birthday is on the 15th of October.
Why	Why are you late for the meeting?	I am sorry, there was heavy traffic on the way.
Who	Who is your best friend?	My best friend's name is Sarah.
Which	Which book is this?	This is my book.
How	How are you?	I am fine, thank you.
How much	How much is it?	It's \$100 per dozen.
How many	How many books are there on the shelf?	There are 24 books on the shelf.
How high	How high is the aeroplane flying?	It can fly to 30,000 metres high.
How tall	How tall is the IFC Tower?	It is 200 metre tall.
How far	How far is it from your home to your school?	It is a little more than 500 kilometres.
How heavy	How heavy is that suitcase?	It weighs 2lbs.
How long	How long are you usually at the gym in the mornings?	I'm usually at the gym for about an hour in the mornings.

Simple Present Tense

c. Key Differences between “BE” (am/is/are) and “DO/DOES”

- The verb "be" (am/is/are) is used to describe identity, states, and characteristics in the simple present tense.
- The auxiliary verb "do/does" is used to form the simple present tense for most other verbs.

Verb “be”	Used to describe identity, states, and characteristics.	Affirmative	They are students.
		Negative	She is not tired.
		Interrogative	Is he your brother?
Auxiliary verb “do/does”	Used to form the simple present tense for most verbs.	Affirmative	We do our homework.
		Negative	He doesn’t like vegetables.
		Interrogative	Do they play soccer?

WHEN TO USE SIMPLE PRESENT TENSE

<u>Nature</u>	<u>Sentence</u>
Facts and General Statements	1. The earth revolves around the sun. 2. Cats are mammals.
Routines and Habits	1. I wake up at 7 AM every morning. 2. She brushes her teeth twice a day.
Schedules and Timetables	1. The train departs at 8 pm. 2. The store opens at 9 am.
Permanent Situations	1. He lives in New York City. 2. They own a dog.
Verbs of Perception and Mental States	1. I see what you mean. 2. She believes in ghosts.

TIME WORDS AND EXPRESSIONS

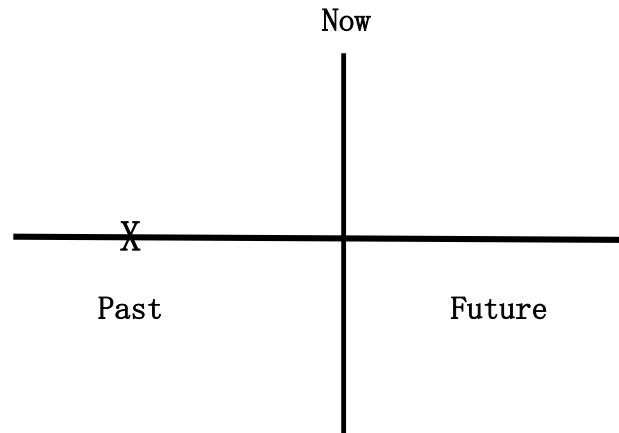
Adverbs of Frequency	always, usually, often, sometimes, frequently, regularly, rarely, seldom	I always drink a cup of coffee in the morning. They usually go for a walk in the park after dinner.
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Simple Present Tense

	occasionally, hardly, ever, never	<p>He often visits his grandparents on weekends.</p> <p>Sometimes, we have pizza for dinner.</p> <p>She frequently attends yoga classes.</p> <p>We regularly check our emails.</p> <p>He rarely watches television.</p> <p>Seldom do I eat fast food.</p> <p>Occasionally, they go to the movies.</p> <p>I hardly ever stay up late.</p> <p>They never miss their morning jog.</p>
Other Time Expressions	Every day /week /month /year, on weekends, in the morning /afternoon /evening, etc.	They have dinner together every Sunday .

Simple Past Tense

- The Simple Past Tense is used to describe **completed** actions, **past** habits, **past** facts, and narrating **past** events.
- It talks about things or actions that were happened **in the past** and **completely finished** right now.



FORMATION

a. Simple Past Tense with auxiliary verb “did”

Affirmative

Subject + past tense form of the verb + Object Complement

I You We They He She It My grandma Alan and John	lived	in Hong Kong.
--	-------	---------------

Simple Past Tense

Negative

Subject + did not + base form of the verb + Object Complement

I		
You		
We		
They		
He	did not	live in Hong Kong.
She		
It		
My grandma		
Alan and John		

Question (Yes/No Answer)

Did + subject + base form of the verb + Object Complement?

<u>Question</u>			<u>Answer</u>	
Did	I	live in Hong Kong?	Yes, I did.	No, I didn't.
	you		Yes, I did.	No, I didn't.
	we		Yes, we did.	No, we didn't.
	they		Yes, they did.	No, they didn't.
	he		Yes, he did.	No, he didn't.
	she		Yes, she did.	No, she didn't.
	it		Yes, it did.	No, it didn't.
	your grandma		Yes, she did.	No, she didn't.
	Alan and John		Yes, they did.	No, they didn't.

Question Words (Q & A)

Question word + did + subject + base form of the verb?

<u>Question Word</u>	<u>Question</u>	<u>Answer</u>
What	What did your mother have for dinner yesterday?	She had chicken, fish and vegetable for dinner yesterday.

Simple Past Tense

Where	Where did your father work before he retired one year ago?	My father worked in a pharmacy before he retired one year ago.
When	When did your father come back home yesterday?	He came back home at 11pm yesterday.
Why	Why did your mother sleep so late last night?	My mother slept late because she had a lot of work to do last night.
Who	Who did your sister often play with when she was young?	She often played with me when she was young.
Which	Which movie did you watch this summer vacation	I watched "The Strong Man with White Clothes" this summer vacation.
How	How did you make such a pizza so delicious?	I used a lot of ingredients with eggs, cheese, hams and sausages.
How much	How much did you buy that shirt?	I bought that shirt at \$300.
How often	How often did you exercise when studying in London?	I exercised three times a week when I studied in London.
How many	How many students did you have in your class last term?	I had 30 students in my class last term.
How long	How long did you take to come here?	I took about one hour to come here.

b. Simple Past Tense with "Be" (was/ were)

Affirmative

1 st and 3 rd Person Singular	I	was	hungry.
	He		
	She		
	It		
	John		
	My father		
2 nd Person Singular	You	were	

Simple Past Tense

Negative

1 st and 3 rd Person Singular	I	was not (wasn't)	hungry
	He		
	She		
	It		
	John		
	My father		
2 nd Person Singular	You	were not (weren't)	

Interrogative

i. Yes/No Answer

Question			Answer	
Was	I	happy?	Yes, I was.	No, I wasn't.
Were	you		Yes, you were ¹ .	No, you weren't.
	we		Yes, we were.	No, we weren't.
	they		Yes, they were.	No, they weren't.
	my parents		Yes, they were.	No, they weren't.
	John and Mary		Yes, they were.	No, they weren't.
Was	he		Yes, he's.	No, he wasn't.
	she		Yes, she's.	No, she wasn't.
	it		Yes, it's.	No, it wasn't.
	my mother		Yes, she's.	No, she wasn't.

ii. Question Words (Q & A)

<u>Question Word</u>	<u>Question</u>	<u>Answer</u>
What	What was the weather like yesterday?	It was sunny and warm yesterday.
Where	Where were you last night?	I was at a friend's birthday party.
When	When were you born?	I was born on June 6, 1996.

¹ There is no contraction for "you were".

Simple Past Tense

Why	Why were they upset?	They were upset because they missed their flight.
Who	Who was your favourite teacher in Primary 4?	My favourite teacher in Primary 4 was Ms. Chan.
Which	Which movie was your favourite when you were a child?	My favourite movie when I was a child was 'The Lion King'.
How	How was your trip to Europe?	It was amazing! I visited many beautiful cities.
How much	How much was the ticket for the concert?	The ticket for the concert was \$580.
How many	How many people were at the party?	There were around 50 people at the party.
How high	How high was Mount Everest when it was first measured?	When Mount Everest was first measured in 1856, its height was calculated to be approximately 29,002 feet.
How tall	How tall was the tallest building in the world at that time?	The tallest building in the world at that time was 828 metres tall.
How far	How far was the distance between the two cities?	The distance between the two cities was approximately 200 miles.
How heavy	How heavy was the weightlifting bar?	The weightlifting bar was 20 kilograms.
How long	How long were you on vacation?	I was on vacation for two weeks.

c. Key Differences between “BE” (was/were) and “DID”

- The verb "be" (was/were) is used to indicate a state, condition, or existence in the past.
- The auxiliary verb "did" is the past tense form of the auxiliary verb "do". It is used to form questions and negative statements in the simple past tense.

Simple Past Tense

Verb “was/were”	To indicate a state, condition, or existence in the past.	Affirmative	They were at the movies last night.
		Negative	He was not in the office yesterday.
		Interrogative	Were they present in the management meeting?
Auxiliary verb “did”	To form questions and negative statements in the simple past tense.	Negative	I didn’t see him at the party.
		Interrogative	Did you finish your homework?

WHEN TO USE SIMPLE PAST TENSE

<u>Nature</u>	<u>Explanation</u>	<u>Sentence</u>
Completed Actions	To describe actions or events that occurred and were completed in the past	I passed the HKDSE in 2015.
Past Habits or Routines	To express past habits or routines that are no longer true.	She always took a walk after dinner.
Past Facts or Generalizations	To state facts or generalizations about the past.	The Roman Empire fell in the 5th century.
Narrating Past Events	To tell story or narrate past events.	He scored the winning goal in the championship game.

TIME WORDS AND EXPRESSIONS

<u>Time Word</u>	<u>Explanation</u>	<u>Example</u>
ago	Indicating a time that has passed before the present moment.	They moved to the city two years ago .
in 2005 /1990 / any specific year	Denoting a particular year in the past.	My son graduated from college in 2020 .
In the old days	Describing a time in the past, often emphasizing a nostalgic	In the old days , people relied on handwritten letters

Simple Past Tense

	or historical context.	for communication.
in the past	Generally referring to a time period that is no longer the present.	People used to communicate through letters in the past .
last week / month / year	Indicating a specific week, month, or year in the past.	We went on vacation last week .
on Monday / Tuesday / any specific day	Identifying a specific day of the week.	They visited the museum on Tuesday .
once	Referring to a single occurrence in the past.	I once travelled to Japan.
previously/formerly	Expressing that something happened before a specified time or event.	He was previously a teacher.
When I was young	Indicating a time in the speaker's past, typically during childhood or an earlier period.	When I was young , I used to play soccer.
yesterday	Referring to the day before today.	I met Joseph yesterday .

PRESENT PERFECT TENSE vs SIMPLE PAST TENSE

As a non-native English speaker, it's common to struggle with choosing between the present perfect tense and the simple past tense when describing past events.

I. Using Simple Past Tense for Finished Action: Only Past Event Not the Present

When we want to talk about a finished action that happened in the past and has no connection to the present, we typically use the simple past tense.

Examples:

- I *saw* a movie **yesterday**.
- She *went* to the gym **this morning**.
- They *ate* pizza for dinner **last night**.
- **Shakespeare** never *travelled* in Africa.
- **Who built** Edinburgh Castle?

Simple Past Tense

These sentences describe events that happened at a specific time in the past and **are not relevant to the present.**

II. Using Present Perfect Tense for Not Yet Finished Action: Past Event Up to Now

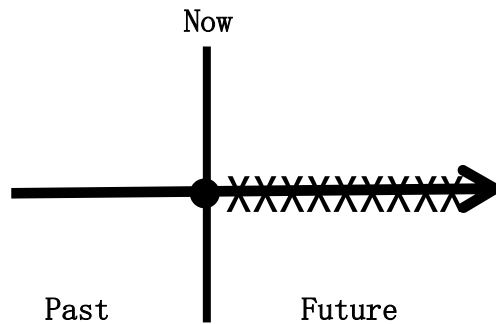
When we want to talk about a past action that is still ongoing or has a connection to the present, we typically use the present perfect tense.

Examples:

- I *have studied* English **for two years**.
- She *has lived* in Hong Kong **since 1997**.
- They *have worked* on this project **all week**.

These sentences describe events that started in the past but are still relevant to the present, or have an impact on the present. They suggest that the action started in the past and has continued up to the present or is still ongoing.

Simple Future Tense



THE FUTURE WITH “GOING TO”

- To talk about future events that have been **planned in advance**
- To make prediction **when there is evidence** in the present moment.

Formation

Affirmative

I	am	going to	have a shower this evening.
You	are		
We They			
He She It	is		

Negative

I	am not ¹	going to	have a shower this evening.
You	are not ²		
We			
They			
He	is not ³		
She			
It			

¹ I am not = I'm not

² You are not = You're not or You aren't. We are not = We're not or We aren't. They are not = They're not or They aren't.

³ He is not = He's not. or He isn't. She is not. + She's not. or She isn't. It is not = It's not. or It isn't.

Simple Future Tense

Question with Yes/No Answer

<u>Question</u>				<u>Answer</u>	
Am	I	going to	have a shower this evening?	Yes, I'm.	No, I'm not.
Are	you			Yes, I'm ⁴ .	No, I'm not ⁵ .
	we			Yes, we're.	No, we aren't.
	they			Yes, they're.	No, they aren't.
Is	he			Yes, he's.	No, he isn't.
	she			Yes, she's.	No, she isn't.
	it			Yes, it's.	No, it isn't.

THE FUTURE WITH “WILL”

- To **make prediction** about what you think will happen
- To **offer to do** something for someone or to make a promise

Formation

Affirmative

I You We They He She It	will	come to dinner this evening.
---	------	------------------------------

⁴ Or you're.

⁵ Or, you aren't

Simple Future Tense

Negative

I You We They He She It	will not ⁶	come to dinner this evening.
---	-----------------------	------------------------------

Question with Yes/No Answer

Question			Answer	
Will	I	come to dinner this evening?	Yes, I'll.	No, I won't.
	you		Yes, I'll.	No, I won't.
	we		Yes, we'll.	No, we won't.
	they		Yes, they'll.	No, they won't.
	he		Yes, he'll.	No, he won't.
	she		Yes, she'll.	No, she won't.
	it		Yes, it'll.	No, it won't.

The difference between "will" and "be going to"

"Will" and "be going to" are both used to talk about future events, but they have different uses.

1. "Will" is used to express a future action that is **NOT PLANNED** or **ARRANGED IN ADVANCE**. It is often used for spontaneous decisions or predictions about the future.

Example:

- I haven't decided what to cook for dinner yet. I **will make** a decision later.
- I think it **will rain** tomorrow.

⁶ will not = won't

Simple Future Tense

2. "Be going to" is used to express a future action that **HAS ALREADY BEEN PLANNED** or **ARRANGED**. It is often used for intentions or predictions based on current evidence or circumstances.

Example:

- Judy **is going to give** a presentation this afternoon. She is very nervous.
- I **am going to watch** less TV in the new school year. I want to get a higher grade in the coming diploma of secondary school examination.

In summary, "be going to" is used for **PLANNED ACTION**, while "will" is used for **SPONTANEOUS PREDICTION**.

Example:

- Mum **is going to do** more sports every day. Then she **will lose** some weight.
- Ethan **is going to change** his bad eating habits. Then he **will become** healthier.

QUESTION WORD

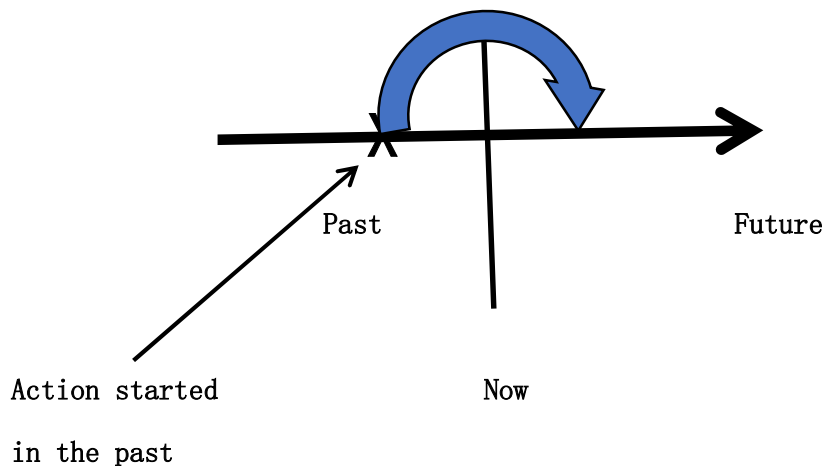
<u>Question Word</u>	<u>Question</u>	<u>Answer</u>
Who	Who is going to organize the event?	Sarah is going to organize the event.
	Who will attend the meeting tomorrow?	The principal will attend the meeting tomorrow.
What	What are you going to cook for dinner?	I am going to cook noodle for dinner.
	What will you do this weekend?	I will visit my parents and catch up on some reading.
When	When is she going to finish her project?	She is going to finish her project by the end of the week.
	When will the concert take place?	The concert will take place next month.
Where	Where are they going to celebrate their anniversary?	They are going to celebrate their anniversary at a western restaurant.
	Where will they go for their vacation?	They will go to Macau for their vacation.

Simple Future Tense

Why	Why is he going to buy a new car?	He is going to buy a new car because his current one keeps breaking down.
	Why will he stop his university studies?	He will stop his university studies because he wants to start his own business.
Which	Which book are you going to read next?	I am going to read a mystery novel next.
	Which movie will you watch tonight?	I will watch the latest action movie tonight.
How	How are they going to improve their website's performance?	They are going to hire a web developer to optimize the website's performance.
	How will they solve the problem?	They will solve the problem by conducting thorough research and implementing effective strategies.

Present Perfect Tense

The present perfect tense is used to describe actions or events that started in the past and continue up to the present moment, or that have just recently been completed.



FORMATION

It is formed with the present tense of the verb "**to have**" and the **past participle** of the main verb.

A. Affirmative statements:

Subject + has/have + past participle

Example:

- I **have eaten** breakfast already.
- You **have hurt** me.
- We **have bought** a new car.
- They **have heard** this news in the meeting.
- Paul and Mary **have married** for two years.
- He **has made** a mistake.
- She **has travelled** to many different countries.
- It **has rained** for the whole day.
- Alan **has worked** very hard for the coming exam.
- The cat **has broken** the vase.

B. Negative statements:

Subject + has/have + not + past participle

Example:

- I **have not finished** my homework yet.

Present Perfect Tense

- You **have not shut** the door.
- They **have not seen** the new movie.
- We **have not heard** from Mary.
- Sunny and Jean **have not returned** yet.
- He **has not seen** a newspaper today.
- She **has not attended** school since last week.
- It **has not rained** for two months.
- Peter **has not learned** anything.

C. Yes/No questions:

Has/have + subject + past participle?

<u>Question</u>			<u>Answer</u>	
Have	you	had dinner yet?	Yes, I have just had dinner.	No, I have not had dinner yet. ¹
	I	paid the fee already?	Yes, I have already ² paid the fee.	No, I have not paid the bill yet.
	we	had PT lesson?	Yes, we have had PT lesson.	No, we have not had PT lesson.
	your parents	come back?	Yes, they have just come back.	No, they have not come back yet.
	Alan and Mary	ever ³ been to Japan?	Yes, they have been to Japan several times before.	No, they have never ⁴ been to Japan.
Has	he	read the book yet?	Yes, he has already read the book.	No, he has not read the book yet.
	she	called you back?	Yes, she has called me back.	No, she has not called me back.
	it	eaten all the vegetables?	Yes, it has eaten all the vegetables.	No, it has not eaten all the vegetables.
	my mother	joined the committee?	Yes, she has joined the committee recently.	No, she has not joined the committee.
	John	left ?	Yes, he has just left.	No, he has not left yet.

¹ "Yet" is used in question or negative sentences.

² "Just / already" are used in positive sentences.

³ We put "ever" after the subject.

⁴ We use "never" in negative sentences

Present Perfect Tense

D. Question word questions:

Question word + has/have + subject + past participle?

<u>Question Word</u>	<u>Question</u>	<u>Answer</u>
What	What has Mary told you?	Mary has told me that her mother has recently passed away.
Where	Where has your sister gone ?	My sister has gone to Canada.
When	When have you finished your project?	I have just finished it.
Why	Why have John and Lily adopted someone else's children?	They have adopted someone else's children because they can't have children themselves due to an illness.
Who	Who has taken my coat?	Your mother has taken your coat.
How long	How long have they been married?	They have been married for two years.
How many	How many times have you been to Italy?	I have been there twice.

TIME WORDS AND EXPRESSION

It is also important to note that the present perfect tense is often used with time words and expressions such as *already, just, yet, for, since, ever, never*

<u>Time Words</u>	<u>Explanation</u>	<u>Example</u>	
already	To indicate that an action has been completed before the expected time or before another action or event.	positive	I have already finished my homework.
		question	Have you already seen the movie?
		negative	She still hasn't finished her homework. ⁵
just	To indicate that an action was completed very recently, or to emphasize that it happened a very short time ago.	positive	I have just finished my homework.
		question	Hasn't he just left?
		negative	He has just left.

⁵ Please note that "already" is seldom used in negative statements. Other adverbs such as "not yet" or "still" are usually used to replace it in negative statement.

Present Perfect Tense

yet.	To indicate that an action has not been completed up to the present moment, or to ask if an action has been completed or not.	positive	They have yet to announce the winner. ⁶
		question	Have you seen the movie yet ?
		negative	She hasn't finished her homework yet .
for	To indicate the duration of time an action has been happening. It is followed by a specific length of time, such as minutes, hours, days, months, or years.	positive	I've lived in London for five years.
		question	Have you been waiting here for long?
		negative	They haven't travelled abroad for a year.
since	To specify the starting point of an action or event. It is followed by a specific point in time, such as a particular year, month, day, or time and has continued up until now.	positive	I've lived in that flat since 2012.
		question	Has he studied hard since he failed the exam last time?
		negative	We haven't had a vacation since last summer.
ever	To inquire about whether or not a specific experience or action has occurred at any time up until the present moment.	positive	I have ever visited Paris. ⁷
		question	Have you ever been to Japan?
		negative	I have not ever ⁸ seen such a beautiful sunset.
never	To inquire whether or not a specific experience or action has never occurred up until the present moment.	positive	She has never tasted coffee. ⁹
		question	Has she never seen a live concert?

Difference between 'ever' and 'never'

We use "ever" and "never" in present perfect questions and answers to inquire about experiences or actions that have occurred at any time in a person's life up until the present moment.

⁶ Although "yet" can be used in positive statements as shown in the example, it is not commonly used. "Yet" is usually used in questions or negative statements.

⁷ This means that the speaker has visited Paris at least once in their life.

⁸ = I have never seen such a beautiful sunset.

⁹ This emphasizes that the speaker has not drunk any coffee in her life.

Present Perfect Tense

I. Asking Questions with 'Ever':

The word 'ever' is used in present perfect questions to inquire about whether or not a specific experience or action has occurred at any time up until the present moment.

Structure:

Has/Have + subject + ever + past participle + object?

Example:

- Have you **ever** travelled to Europe?

II. Answering Questions with 'Ever':

The word 'ever' is also used in answers to indicate that the experience or action has occurred at some point up until the present moment.

Structure:

Yes, subject + have/has + **ever** + past participle + object.

No, subject + have/has + **never** + past participle + object.

Example 1 (Positive):

- Yes, I have travelled to Europe.

Example 2 (Negative):

- No, I have **never** travelled to Europe.

III. Asking Questions with 'Never':

The word 'never' is used in present perfect questions to inquire whether or not a specific experience or action has never occurred up until the present moment.

Structure:

Has/Have + subject + never + past participle + object?

Example:

- Have you **never** tried sushi?

IV. Answering Questions with 'Never':

The word 'never' is used in answers to indicate that the experience or action has not occurred at any point up until the present moment.

Structure:

Yes, subject + have/has + never + past participle + object.

Present Perfect Tense

No, subject + have/has + past participle + object.

Example 1 (Positive):

- Yes, I have **never** tried sushi.

Example 2 (Negative):

- No, I have tried sushi.

V. Questions with Yes/No answer

	<u>Question</u>	<u>Answer</u>
1	Have you ever climbed a mountain?	Yes, I have climbed a mountain.
		No, I have never climbed a mountain.
2	Have you ever visited New York City?	Yes, I have visited New York City.
		No, I have never visited New York City.
3	Have you ever seen a shooting star?	Yes, I have seen a shooting star.
		No, I have never seen a shooting star.
4	Have you never tried skydiving?	Yes, I have never tried skydiving.
		No, I have tried skydiving.

VI. Questions with Question Word and Answer

<u>Question Words</u>	<u>Question</u>	<u>Answer</u>
What	What is the most exciting thing you have ever done?	The most exciting thing I have ever done was skydiving from a plane.
	What have you never tried before but are curious about?	I have never tried scuba diving before, but I am quite curious about it.
When	When have you ever felt the happiest in your life?	I felt the happiest in my life when I graduated from the university.
	When did you realize you had never been to that place before?	I realized I had never been to that place before when my friends started describing their experiences there.
Where	Where have you ever travelled that you never want to go back to?	I travelled to North Korea once that had very unpleasant weather and an unfriendly atmosphere, so I never want to go back there.

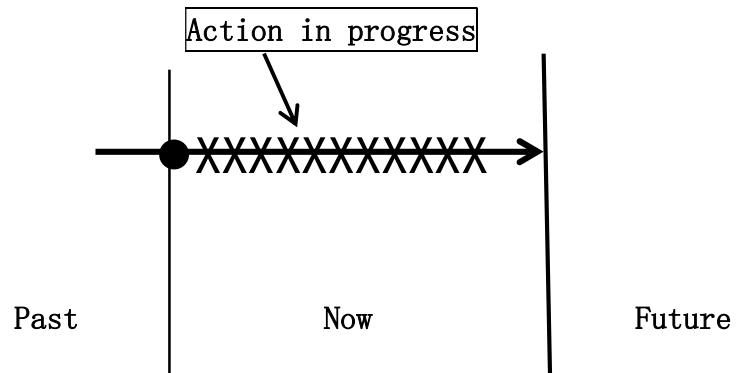
Present Perfect Tense

	Where have you never been, but always wanted to visit?	I have never been to Japan, but I have always wanted to visit and explore its rich culture and history.
How	How have you ever managed to overcome a fear you thought you would never conquer?	I managed to overcome my fear of public speaking by gradually exposing myself to speaking opportunities and practising extensively.
	How have you never learned to do that particular skill?	I have never learned to play a musical instrument, and it's something I regret not pursuing.
Why	Why have you never pursued that dream you've always had?	I never pursued that dream because life circumstances and responsibilities made it difficult for me to prioritize it.
	Why have you ever doubted yourself when you were clearly capable?	I have doubted myself due to fear of failure and lack of self-confidence, even though deep down, I knew I was capable of achieving my goals.
Who	Who have you ever met that you never want to see again?	I once met an extremely rude and disrespectful person at a social event, and I never want to see them again.
	Who have you never encountered, but you wish you could meet?	I have never encountered a renowned scientist whose work I greatly admire, and I would love the opportunity to meet and learn from them.

Present Continuous Tense

DEFINITION

The present continuous tense, also known as the present progressive tense, is used to describe actions that are happening at the present moment or around the current time.



FORMATION

The present continuous tense is formed using the auxiliary verb "to be" in the present tense, followed by the present participle (-ing form) of the main verb.

Affirmative

Subject + am/is/are + verb (-ing) + object

I	am	singing.
You We They My parents Alan and John	are	
He She It The bird	is	

Present Continuous Tense

Negative

Subject + am/is/are + not + verb (-ing) + object

I	am not (ain't)	singing.
You We They My parents Alan and John	are not (aren't)	
He She It The bird	is not (isn't)	

Question (Yes/No Answer)

Am/Is/Are + subject + verb (-ing) + object?

<u>Question</u>			<u>Answer</u>	
Am	I	singing?	Yes, I'm.	No, I'm not.
Are	you		Yes, I'm.	No, I'm not.
	we		Yes, we're.	No, we aren't.
	they		Yes, they're.	No, they aren't.
	my parents		Yes, they're.	No, they aren't.
	Alan and John		Yes, they're.	No, they aren't.
Is	he		Yes, he's.	No, he isn't.
	she		Yes, she's.	No, she isn't.
	it		Yes, it's.	No, it isn't.
	the bird		Yes, it's.	No, it isn't.

Present Continuous Tense

Question Words (Q & A)

Question word + am/is/are + subject + verb (-ing)?

<u>Question Word</u>	<u>Question</u>	<u>Answer</u>
What	What are you doing?	I am studying for my upcoming exam.
When	When are they arriving?	They are arriving at 5 p.m.
Where	Where is she going?	She is going to the supermarket to buy groceries.
Why	Why are they laughing?	They are laughing because of a funny joke.
Who	Who is he talking to?	He is talking to his sister on the phone.
Which	Which book are you reading?	I am reading "Pride and Prejudice" by Jane Austen.
How	How are you feeling?	I am feeling tired after a long day.
How much	How much money are they spending on the trip?	They are spending \$5,000 on the trip.
How many	How many cookies are you baking?	I am baking a dozen cookies for the party.
How long	How long are they staying in the hotel?	They are staying in the hotel for five days.
How often	How often are you going to the gym?	I am going to the gym three times a week.

When to use Present Continuous Tense

<u>Usage</u>	<u>Explanation</u>	<u>Sentence</u>
Actions happening now	To describe actions that are taking place at the present moment.	She is cooking dinner right now.
Temporary actions	To talk about temporary actions or situations that are in progress but may not	They are staying with us until next week.

Present Continuous Tense

	necessarily be happening at the exact moment of speaking	
Future plans or arrangements	To express future plans or arrangements. In this usage, it indicates that the action is already planned or scheduled	We are meeting for lunch tomorrow.
Annoyance or complaint	To express annoyance or complaint about an ongoing action.	They are constantly making noise upstairs.

Time Words and Expressions

<u>Time Words</u>	<u>Explanation</u>	<u>Example</u>
Now	Indicates that the action is happening at the present moment.	I am studying now for my exam.
At the moment	Indicates that the action is happening currently.	She is working on a project at the moment.
Currently	Indicates that the action is happening now or during a specific period.	They are currently living in New York.
Right now	Emphasizes that the action is happening immediately.	He is leaving for the airport right now.
Today	Refers to actions happening on the current day.	We are going to the museum today.
This week / month / year	Refers to actions happening within the specified time frame.	They are travelling to Europe this month.
Nowadays	Refers to actions happening in the present time or current period.	People are using smartphones extensively nowadays.
At present	Indicates that the action is happening now or at the present time.	The company is undergoing changes at present.
These days	Refers to actions happening in the current period of time.	I am taking online courses these days.

Present Continuous Tense

In progress	Indicates that the action is ongoing or currently happening.	The construction work is in progress.
All the time	Indicates a continuous or repeated action.	He is talking on the phone all the time.

Imperative and Giving Directions

Imperative

The imperative mood can be summarized into three main types based on the structure of the sentence:

1. "Do" (Action Word) Type:

In this type, the imperative sentence instructs or commands someone to perform a specific action. The verb used in the imperative sentence is usually in the base form (infinitive), and it functions as the action word of the sentence. The subject is often implied as "you."

Examples:

- **Clean** the room.
- **Eat** your vegetables.
- **Open** the door.

2. "Be" Type:

In this type, the imperative sentence emphasizes being or adopting a certain state or behaviour. The verb "be" is used in the imperative sentence, followed by an adjective or a noun to describe the desired state or behaviour. It often expresses advice, suggestions, or recommendations.

Examples:

- **Be** quiet.
- **Be** patient.
- **Be** yourself.

3. "Let" Type:

In this type, the imperative sentence uses the verb "let" followed by an object and a base form verb to suggest or allow someone to do something. It is often used to make proposals, invitations, or permissions.

Examples:

- **Let me** know if you need any help.
- **Let's** go to the movies. (= **Let us** go to the movies.)
- **Let him** finish his speech.

Talking about Directions

I. Basic Directions

1. **Right:** The direction to the right-hand side. For example:
 - The supermarket is on the **right** side of the street.
2. **Left:** The direction to the left-hand side. For example:
 - Take a **left** at the roundabout to reach the museum.

Imperative and Giving Directions

3. **Straight:** Continuing in the same direction without turning. For example:
 - Keep walking **straight** until you reach the end of the pedestrian sidewalk.
4. **Opposite:** Positioned on the other side of a particular object or location. For example:
 - The café is situated **opposite** the movie theatre.
5. **Next to:** Positioned adjacent or very close to a particular object or location. For example:
 - The library is located **next to** the post office.

II. Specific Directions

1. **Out of:** Moving away or exiting from a specific place or area. For example:
 - Please walk **out of** the building and go straight.
2. **Across:** Moving from one side to the other, typically crossing a barrier or obstacle. For example:
 - To get to the other side of the street, you need to walk **across** the zebra crossing.
3. **Ahead:** means to continue going straight in the same direction. For example:
 - Continue **ahead** for two blocks.
4. **Turn left:** Changing direction by moving towards the left-hand side. For example:
 - At the traffic light, make sure to **turn left** to reach the park.
5. **Turn right:** Changing direction by moving towards the right-hand side. For example:
 - After the second crossroad, **turn right** onto Hollywood Road.

Using Imperative to give directions

<u>Question</u>	<u>Answer</u>
How do I get to IFC Centre?	Turn left at Queen's Road.
How do I get to Botanic Garden?	Turn right at the traffic lights.
How do I get to the Wah Yan College?	Take the second turning on the left.
Where is the Post Office?	Go straight on.
Where is the Welcome Supermarket?	Walk backward. It's on the corner of this street and Parkin Road.
Could you tell me the way to the North Point MTR Station, please?	Turn back and walk across the crosswalk. The North Point MTR Station is in front of you.

Imperative and Giving Directions

Excuse me! Could I find any taxi stand nearby?	Turn left. Then walk along the road. The taxi stand is on your right.
Could you please tell me where is the library?	Go out of Exit E of this building, you will see the library.

Pronouns

Pronouns play a crucial role in English by replacing nouns and noun phrases, making communication more efficient. The following table shows five types of pronouns:

	Subject Pronoun	Object Pronoun	Possessive Adjective	Possessive Pronoun	Reflexive Pronoun
Singular	I	me	my	mine	myself
	You	you	your	yours	yourself
	He	him	his	his	himself
	She	her	her	hers	herself
	It	it	its	-	itself
Plural	We	us	our	ours	ourselves
	You	you	your	yours	yourselves
	They	them	their	theirs	themselves

Subject Pronouns and Object Pronouns

- **Subject pronouns** (I, you, he, she, it, we, they): are used when the pronoun is the subject of the sentence. They are used before the verb, and are used to talk about the doer of the action
- **Object pronouns** (me, you, him, her, it, us, them) are used when the pronoun is the object of the sentence. They are used after the verb or preposition, and are used to talk about the receiver or target of the action.

Subject Pronoun	Object Pronoun
I love to read books. He is playing soccer. She sings well. We went to the park. <u>Note:</u> <ul style="list-style-type: none"> • <u>Tom</u> and <u>I</u> can play football. (✓) • Tom and <u>me</u> can play football (✗) 	The teacher gave me a book. I saw them at the store. She gave the gift to me . He is talking about her . <u>Note:</u> <ul style="list-style-type: none"> • It's time for <u>Linda</u> and <u>me</u> to go to work. (✓) • It's time for Linda and <u>I</u> to go to work. (✗)

Pronouns

Possessive Adjectives and Possessive Pronouns

Both **possessive pronouns** and possessive adjectives are used to indicate ownership or possession.

A. Possessive Adjectives

Possessive adjectives are used to DESCRIBE the ownership or possession of a noun. They are placed before a noun to be modified.

a. Singular Possessive Adjectives:

- Indicate ownership by a single person:
 - Example: This is **my** book.

b. Plural Possessive Adjectives:

- Indicate ownership by multiple people:
 - Example: Those are **our** keys.

B. Possessive Pronouns

Possessive pronouns are used to REPLACE a noun phrase and show ownership or possession. They stand alone and do not modify a noun.

a. Singular Possessive Pronouns:

- Show ownership by a single person:
 - Example: "This book is **mine**."

b. Plural Possessive Pronouns:

- Indicate ownership by multiple people:
 - Example: The keys are **ours**.

The following table shows a comparison between possessive adjective and possessive pronoun:

Possessive Adjective	Possessive Pronoun
This is my book.	The book is mine .
Your car is parked outside.	Is this car yours ?
His house is large.	The house is his .
Her cat is playful.	The cat is hers .
Our team won the game.	The victory is ours .
Their dog is friendly.	The dog is theirs .

Pronouns

Reflexive Pronouns

Reflexive pronouns reflect the action of the verb back onto the subject, indicating that the subject is both the doer and the receiver of the action.

Reflexive pronouns are pronouns that end in "-self" (singular) or "-selves" (plural). They are used when the subject of a sentence performs an action on itself. The reflexive pronouns are as follows:

- **Singular:** myself, yourself, himself, herself, itself
- **Plural:** ourselves, yourselves, themselves

Reflexive Pronoun as the object of a sentence

A common use of reflexive pronouns is to talk about actions where the **subject** and the **object** are the same person.

- I look after **myself** when my parents were away.
- If **you** talk to **yourself**, people may think you're mad.
- Did **you** hurt **yourselves** when you fell off your bicycles?
- **She** didn't enjoy **herself** on holiday.
- **He** asked **himself** why he had been so silly.
- **We** helped **ourselves** to drinks.
- **They** helped **themselves** to sandwiches.

Reflexive Pronouns with "By"

One common usage of reflexive pronouns is with the preposition "by," which adds a particular emphasis to the action performed by the subject. It highlights that the subject is both the **doer** and the **receiver** of the action. The structure is as follows:

Subject + verb + reflexive pronoun + by + object

	<u>Example</u>	<u>Explanation</u>
1	I cut myself by accident while preparing dinner.	The reflexive pronoun "myself" emphasizes that the subject (I) accidentally performed the action on himself.

Pronouns

2	Lisa challenged herself by running a marathon.	The reflexive pronoun "herself" emphasizes that Lisa took on the challenge and completed the action of running the marathon.
3	The cat groomed itself by licking its fur.	The reflexive pronoun "itself" emphasizes that the cat performed the action of grooming on itself.
4	We pushed ourselves to the limit by studying all night.	The reflexive pronoun "ourselves" emphasizes that we pushed ourselves and engaged in the action of studying all night.
5	The students motivated themselves by setting ambitious goals.	The reflexive pronoun "themselves" emphasizes that the students motivated themselves and established ambitious goals.

Here are some additional examples with "by" to convey the idea of someone doing something without the help of others. The structure is as follows:

Subject + verb+ by + reflexive pronoun

By using reflexive pronouns with "by" in the following examples, we emphasize the self-reliance and independence of the subject in performing the action, highlighting that they accomplished the task without the aid or involvement of others.

	<u>Example</u>	<u>Explanation</u>
1	She fixed the broken chair by herself .	The reflexive pronoun "herself" emphasizes that she repaired the broken chair without assistance from others.
2	They built the entire house by themselves .	The reflexive pronoun "themselves" highlights that they constructed the entire house without any outside help.
3	He completed the project by himself .	The reflexive pronoun "himself" emphasizes that he accomplished the project independently, without any assistance.
4	We organized the event by ourselves .	The reflexive pronoun "ourselves" indicates that we arranged the event

Pronouns

		without relying on others for help or support.
5	The child tied his shoelaces by himself .	The reflexive pronoun "himself" emphasizes that the child managed to tie his shoelaces independently, without any assistance.

Indefinite Pronoun

- Indefinite pronouns refer to people, places, or things in a general or unspecific way, such as "everyone", "something", or "anywhere".
- Common examples of indefinite pronouns include: anyone, anything, anywhere, everyone, everything, everywhere, no one, nobody, nothing, nowhere, somebody, someone, something.
- Example
 - **Someone** left their backpack in the classroom.
 - Sandy was sad because **nobody** remembered her birthday.
 - When the principal appears outside the classroom, **everybody** keeps quiet.

There are a few common mistakes that people make when using indefinite pronouns in English. Here are some examples:

1. Subject-verb agreement:

- When using singular indefinite pronouns like "everyone", "someone", or "anyone", it's important to remember that they take a singular verb.
- For example
 - Everyone ~~were~~ there. (×)
 - Everyone was there. (✓)

2. Pronoun-antecedent agreement:

- Indefinite pronouns can be tricky because they don't refer to a specific person or thing.
- However, it's still important to make sure that the pronoun agrees in number with its antecedent (the word it refers to).
- For example
 - Everyone brought ~~their~~ own lunch. (×)

Pronouns

- Everyone brought his or her own lunch. (✓)
- Everyone brought their own lunches. (✓)

3. Double negatives:

- Indefinite pronouns like "nothing", "nobody", and "nowhere" are already negative, so using "not" with them creates a double negative, which can be confusing or incorrect.
- For example
 - I didn't see ~~nothing~~. (×)
 - I didn't see anything. (✓)

4. Using the wrong pronoun:

- Some indefinite pronouns can be confusing because they look similar to other pronouns.
- For example
 - "some" can be an *indefinite pronoun* ("**Some** people like chocolate ice cream") or a *determiner* ("I want **some** ice cream").
 - "one" can be an *indefinite pronoun* ("**One** should always be polite") or a *personal pronoun* ("I need **one** more ticket").

Interrogative Pronouns

Interrogative pronouns are a type of pronoun used to ask questions and help gather information. They are used to inquire about unknown information or to request specific details.

<u>Interrogative Pronoun</u>	<u>Explanation</u>	<u>Example</u>
What	To ask for information about things, or to inquire about objects, actions, qualities, or ideas.	<ul style="list-style-type: none">• What is your name?• What is the capital of France?• What is the weather like today?• What are you talking about?

Pronouns

Which	To ask for specific information or to choose between options. It is used to select from a limited set of possibilities.	<ul style="list-style-type: none"> Which colour do you prefer? Which book did you choose? Which school are you studying? Which of these bags is yours? Which route should we take?
Whose	To ask about ownership or possession. It is used before a noun to inquire about the owner.	<ul style="list-style-type: none"> Whose book is this? Whose are these gloves? Whose car is parked outside?
Who	To be used as the subject of a sentence or clause.	<ul style="list-style-type: none"> Who is coming to the party? Who are joining the basketball team?
Whom	To be used as the object of a verb or preposition.	<ul style="list-style-type: none"> Whom did you invite to the party? To whom did you give the gift?

How to use Pronouns

It was a few days before Chinese New Year. Ben's family decided to do house cleaning themselves. Early in the morning, Ben started to tidy his room by himself. He packed up all the used paper for recycling. He also encouraged his family members to recycle theirs, too. After Ben finished tidying his room, he went to the living room. His father was wiping the windows. "Why do people clean their houses before Chinese New Year?" Ben asked his father. "It is a new year tradition. People believe that it removes the old and welcomes the new," his father answered. Ben's mother came out from her room. "Ben, come and help me carry this bag of unwanted clothes. I cannot carry them by myself," she said. "Why are you throwing these clothes away?" Ben looked into the bag and asked curiously. "Isn't this jacket yours? I remember you loved wearing it two years ago. Aren't these Dad's clothes? I am sure these scarves are his." "I am not throwing them away. There is a donation box downstairs. People can put clean second-hand clothes there and donate them to the poor," Ben's mother replied. "We should try our best to help the poor. It is getting cold these days. With these clothes, the homeless people can keep themselves warm." Ben nodded his head in agreement and started helping his mother.

Modal Auxiliary Verbs

Modal auxiliary verbs are used to express a variety of meanings related to **ability**, **permission**, **obligation**, and **prediction**.

1. Can

The modal verb "can" is used to express ability or possibility.

Example:

- I **can** swim.
- He **can** speak French fluently.
- The concert **can** be cancelled due to bad weather.

"Can" can also be used to request permission in a polite way.

Example:

- **Can** I borrow your pen, please?
- **Can** I leave the meeting early?

Negative form

The negative form: cannot / can't is used to indicate that something is not possible, not allowed, or not true.

Example:

- a. Not Possible:
 - I **can't** speak French fluently.
 - She **can't** attend the meeting tomorrow because she has a doctor's appointment.
- b. Not Allowed:
 - You **can't** park your car here, it's a no parking zone.
 - They **can't** smoke inside the building, it's against the law.
- c. Not True:
 - That **can't** be true, I saw him at the party last night.
 - She **can't** be the thief because she was with me at the time of the crime.

2. May

The modal verb "may" is used to express permission or possibility.

Example:

- You **may** go to the party if you finish your homework.
- **May** I use your phone to make a call?

"May" can also be used to express a wish or hope.

Example:

- **May** you have a happy birthday.

Modal Auxiliary Verbs

Negative Form: may not

In the negative sense, "may not" is used to express prohibition or something that is not allowed.

Example:

- You **may not** bring outside food into the theatre.
- We **may not** use our phones during the lecture.

3. Should/Ought to

The modal verbs "should" and "ought to" are used to express advice, recommendation, or obligation. They are also used to talk about what we think is right or wrong to do.

Example:

- You **should** always consult your doctor regarding medication to avoid tragic accidents.
- In order to gain maximum benefit from your medications, you **should** take them exactly as prescribed by your doctor.
- To make sure that you are handling your medicines safely, there are some points that you **ought to** pay attention to.

Note that "should" is often used in an informal way to express a preference or expectation.

Example:

- I **should** watch that movie sometime.

Negative Form: should not / ought not to

- You **shouldn't** talk with your mouth full.
- If they accidentally take pills that they **should not**, there may be serious side effects.
- You **ought not to** be so hard on yourself.
- She **ought not to** have spent so much money on clothes.

4. Must/Have to

The modal verbs "must" and "have to" are used to give orders, to express necessity or obligation.

Example:

- The student on duty **has to** clean the blackboard after each lesson.
- I **must** finish this report by the end of the day.

Modal Auxiliary Verbs

Note that "must" is often used to express a strong obligation or requirement, while "have to" is used to express a more general obligation.

Negative Form: must not

The negative form, "must not" is used to prohibit something

Example:

- You **must not** pick the flowers.

5. Will

The modal verb "will" is used to express future time or prediction.

Example:

- We **will** have a party next week.
- It **will** rain tomorrow.

"Will" can also be used to make offers or promises.

Example:

- I **will** help you with your project.

Negative Form: will not / won't

- Your doctor **will not** hesitate to tell you the right way to take your medicines.

Modal Auxiliary Verbs in Simple Past Tense

1. Could

Past Tense of can

Negative Form: couldn't / could not

Example:

- Simple Past Tense: She **could** dance well before she broke her leg.
- Negative Form: He was joking a moment ago. He **could not** be serious.

"Could" can also be used to make polite requests:

- **Could** you tell me the way to Ocean Park, please?

2. Might

Past Tense of may

Negative Form: might not

Example:

Modal Auxiliary Verbs

- Simple Past Tense: He asked me last week if he **might** borrow our car.
- Negative Form: You **might not** leave your seat during the exam.

"Might" can also be used to make polite requests:

- Excuse me, **might** I turn on the airconditioner?

3. Must/Had to

Past Tense of have to; must has no past tense

Negative Form: didn't have to, mustn't/must not

Example:

- Simple Past Tense: I **had to** wake up early yesterday because I had an interview in the morning.
- Negative Form: Unless approved by your doctor, you **must not** take more or less of a medication.

Note that "mustn't" is used to indicate prohibition or something that is not allowed.

4. Would

Past Tense of will

Negative Form: wouldn't / would not

Example:

- Simple Past Tense: He said he **would** come to the party.
- Negative Form: You **wouldn't** want to miss this opportunity.

"Would" can also be used to make polite requests:

- **Would** you please give me one more cup of tea?

Expressing Past Ability with "When" and "Could"

When referring to past abilities, the conjunction **"when"** combined with the modal verb **"could"** or **"could not"** allows us to describe what someone was capable of doing in the past.

1. Introduction to Expressing Past Ability

When discussing past abilities, we often refer to a specific time or age in the past using the conjunction "when."

By combining "when" with the modal verb "could," we can convey the capability or inability to perform certain actions during that timeframe.

2. Structure and Usage

The structure for expressing past ability using "when" and "could" is as follows:

Affirmative Statement

"When" + subject + past tense verb + "could" + base form of the main verb.

Negative Statement

"When" + subject + past tense verb + "could not" + base form of the main verb.

Question

"When" + "could" + subject + past tense verb + base form of the main verb?

3. Examples

A. Affirmative Statement

1	When I was five, I could tie my shoelaces.	This sentence expresses the ability to tie shoelaces at the age of five. The use of "could" indicates the capability to perform the action.
2	When she was younger, she could swim across the river.	The sentence describes the past ability to swim across the river during her earlier years.
3	When they were in high school, they could speak three languages fluently.	This example highlights the ability to speak three languages fluently during their time in high school.

Expressing Past Ability with "When" and "Could"

4	When he lived in Japan, he could read and write Japanese characters.	The sentence demonstrates the ability to read and write Japanese characters during the time spent living in Japan.
5	When we were children, we could climb trees effortlessly.	This example emphasizes the past ability to climb trees with ease during childhood.

B. Negative Statement

1	When I was in college, I could not solve complex mathematical problems.	This sentence indicates that the speaker lacked the ability to solve complex mathematical problems during their time in college.
2	When he was a teenager, he couldn't play the guitar like a professional.	This example suggests that the person did not possess the skill to play the guitar at a professional level during their teenage years.
3	When they were younger, they couldn't run for miles without getting tired	This sentence highlights the inability of the individuals to run long distances without experiencing fatigue when they were younger.
4	When she was a child, she couldn't recite poems from memory.	It implies that the person did not have the ability to recite poems from memory during their childhood.
5	When we lived in London, we couldn't communicate effectively in English.	This example indicates the lack of proficiency in effectively communicating in English while living in London.

C. Question

1	When could you swim?	This question asks about the specific timeframe or age when the person had the ability to swim.
2	When could they speak fluent English?	The question seeks information about the past timeframe when the individuals were capable of speaking fluent English.

Expressing Past Ability with "When" and "Could"

3	When could she ride a bicycle without training wheels?	This question inquires about the age or period when she achieved the ability to ride a bicycle without the assistance of training wheels.
4	When could he play the piano?	This question aims to find out the specific time in the past when he acquired the skill to play the piano.
5	When could you solve complex puzzles?	In this question, the focus is on determining the past timeframe when the person had the ability to solve complex puzzles.
6	When could they understand advanced mathematics?	This question asks about the specific point in the past when they possessed the capability to comprehend advanced mathematics.
7	When could she speak multiple languages?	The question seeks to identify the time or age when she gained the ability to speak multiple languages.
8	When could he perform magic tricks?	This question explores the past timeframe when he developed the ability to perform magic tricks.
9	When could they dance gracefully?	Inquiring about the specific time or age when they were able to dance gracefully is the purpose of this question.
10	When could you write poetry?	This question aims to find out when the person had the ability to write poetry in the past.

Used to

"Used to" is a common phrase used to express past habits, states, or actions that occurred regularly but **no longer continue in the present**.

I. FORMATION AND STRUCTURE

A. Affirmative Sentences

- Subject + used to + base form of the verb

- Example:

- I **used to** play tennis every weekend.

B. Negative Sentences

- Subject + did not (didn't) + use to + base form of the verb

- Example:

- She didn't **use to** eat spicy food.

OR

- Subject + used not to + base form of the verb

- Example:

- She **used not to** eat spicy food.

C. Interrogative Sentences

a. Yes or No Questions

- Did + subject + use to + base form of the verb + ?

- Example:

- A: **Did** you **use to** live in New York?

B: No, I didn't.

b. Question Words

- Question word + subject + did + use to + base form of the verb + ?

- Example:

- A: What sort of things **did** you **use to** do as a child?

B: I **used to** play Chinese chess as a child.

Used to

USAGE AND MEANING OF "USED TO"

A. Past Habits

- "Used to" is used to describe actions or habits that were *regular* occurrences in the past **but have ceased**.

- Example:

- I **used to** walk to school when I was young.

B. Past States or Conditions

- "Used to" can also express past states, conditions, or situations that **no longer exist**.

- Example:

- They **used to** be neighbours, but now they live in different cities.

C. Contrast with Present

- "Used to" highlights something that was true but is **not true any more**.

- Example:

- She **used to** hate broccoli, but now she enjoys eating it.

Reasons: Why and Because

Introduction:

In English, the use of "why" and "because" allows us to inquire about reasons and provide explanations or reasons for certain actions or situations.

I. Asking About Reasons using "Why"

The word "why" is used to inquire about the reasons behind an action, decision, or situation.

Structure:

"Why" + subject + verb + object?

Example:

- **Why** did he leave the party early?

II. Giving Reasons using "Because"

The word "because" is used to provide explanations or reasons for an action, decision, or situation.

Structure:

Subject + verb + object + **because** + reason.

Example:

- He left the party early **because** he had an early morning appointment.

III. Examples

1	Why did she choose to study abroad?	She chose to study abroad because she wanted to immerse herself in a different culture and gain international experience.
2	Why did they cancel the event?	They cancelled the event because of the severe weather conditions.
3	Why did he buy a new car?	He bought a new car because his old car kept breaking down.
4	Why did she resign from her job?	She resigned from her job because she wanted to pursue a better career opportunity.
5	Why did they move to a different city?	They moved to a different city because of job relocation.

Reasons: Why and Because

6	Why did he start exercising regularly?	He started exercising regularly because he wanted to improve his overall fitness and health.
7	Why did they choose that restaurant for the dinner?	They chose that restaurant for the dinner because it had excellent reviews and a wide variety of cuisine options.
8	Why did she apologize to her friend?	She apologized to her friend because she had unintentionally hurt her feelings.
9	Why did they adopt a rescue dog?	They adopted a rescue dog because they wanted to provide a loving home to an animal in need.
10	Why did he enrol in a cooking class?	He enrolled in a cooking class because he had a passion for culinary arts and wanted to enhance his cooking skills.

Preference: “Which” and “Would Like”

Introduction:

Both "which" and "would like" are commonly used structures for expressing preferences in English.

- "Which" is commonly used in direct questions or when choosing between options
- "Would like" is more polite and suitable for making requests or discussing personal desires.

Which

1. "Which" as a determiner:

- a. When selecting from a limited set of options:
 - Example: **Which** colour do you prefer, red or blue?
- b. When choosing between alternatives:
 - Example: **Which** restaurant should we go to for dinner?

2. "Which" as a pronoun:

- a. When referring to a specific choice or option:
 - Example: I love both desserts, but I can't decide **which** to order.

3. "Which" in indirect questions:

- a. Used to ask for preferences in a more formal manner:
 - Example: May I ask **which** book you would recommend?

Would Like

1. "Would like" as a polite request or expression of desire:

- a. Used to state a preference in a polite and indirect manner:
 - Example: I **would like** a cup of tea, please.

2. "Would like" in hypothetical situations:

- a. Used to discuss hypothetical preferences or choices:
 - Example: If I had more free time, I **would like** to travel the world.

Preference: "Which" and "Would Like"

3. "Would like" in invitations:

a. Used to extend an invitation or inquire about someone's preferences:

- Example: **Would** you **like** to join me for dinner?

Comparing "Which" and "Would Like"

	Which		Would Like	
	Usage	Example	Usage	Example
Level of formality	is often used in direct questions or <i>informal</i> contexts	<u>Which</u> restaurant should we go to for dinner?	is more polite and suitable for <i>formal</i> situations.	I <u>would like</u> a cup of tea, please.
Structure and usage	is used to inquire about <i>preferences</i> or <i>choices</i>	<u>Which</u> colour do you prefer, red or blue?	is used to express <i>desires</i> or make <i>requests</i> .	I <u>would like</u> to have your reply the end of this month.
Contextual differences	focuses on selecting from a specific set of <i>options</i>	May I ask <u>which</u> book you would recommend?	emphasizes <i>personal desires</i> or <i>hypothetical situations</i>	If I had more free time, I <u>would like</u> to travel the world.

Connectives

Introduction

Connectives, also known as conjunctions or linking words, are essential elements in English grammar that help establish logical relationships between different parts of a sentence or between multiple sentences. They enable us to express ideas coherently and create smooth transitions within our writing or speech.

Types of Connectives

I. Coordinating Connectives:

Coordinating connectives connect words, phrases, or clauses of equal importance. They include the following:

<u>Connective</u>	<u>Explanation</u>	<u>Example</u>
and	Used to join similar ideas or items.	John and Mary went to the park.
but	Indicates contrast or opposition between two ideas.	I wanted to go, but I couldn't.
or	Implies a choice between two or more alternatives.	Do you want tea or coffee?
so	Denotes a consequence or result.	It was raining, so we stayed indoors.

II. Subordinating Connectives:

Subordinating connectives introduce dependent clauses that rely on the main clause for meaning. They include the following:

<u>Connective</u>	<u>Explanation</u>	<u>Example</u>
although	Expresses a contrast or concession.	Although it was cold, she went for a walk.
because	Indicates a reason or cause.	I stayed home because I was feeling sick.
if	Implies a condition.	If it rains, we will stay indoors.
while	Highlights a simultaneous action or contrast.	She read a book while I watched TV.
when	Indicates the time at which an action or event occurs.	I will call you when I arrive home.
since	Establishes a cause-and-effect relationship or indicates a time-related connection.	Since it was raining, we stayed indoors.

Connectives

III. Correlative Connectives:

Correlative connectives work in pairs to join elements of equal importance within a sentence. They include the following:

<u>Connective</u>	<u>Explanation</u>	<u>Example</u>
either...or	Presents a choice between two alternatives.	You can either come with us or stay at home.
neither...nor	Indicates the negation of two alternatives.	Neither Peter nor Sarah attended the party.
both...and	Emphasizes the inclusion of two elements.	She is both intelligent and hardworking.

IV. Conjunctive Adverbs:

Conjunctive adverbs are connectives that connect independent clauses. They include the following:

<u>Connective</u>	<u>Explanation</u>	<u>Example</u>
however	Expresses contrast or contradiction.	I wanted to go; however, I had to stay.
therefore	Implies a conclusion or consequence.	He studied hard; therefore , he passed the exam.
furthermore	Adds information or provides additional support.	The weather was beautiful; furthermore , we had a great time.

V. Connectives - Transitions and Contrastive Expressions

Transitions and contrastive expressions play a crucial role in connecting ideas and highlighting contrasts within a discourse. They include the following:

<u>Connective</u>	<u>Explanation</u>	<u>Example</u>
besides	It is used to introduce additional information or points that are relevant to the current topic.	Besides being an accomplished pianist, she is also a talented painter.

Connectives

at last	It denotes the culmination or final realization of something after a long period of anticipation or effort.	After years of hard work, at last , she achieved her dream of becoming a doctor.
at first	It indicates the initial stage or perception of a situation, which may change or evolve later on.	At first , the new employee found the job challenging, but with time, it became more manageable.
later	It refers to a subsequent point in time or a later stage in a sequence of events.	She completed her undergraduate degree and later pursued a master degree in business administration.
on the other hand	It is used to introduce an alternative perspective or contrasting viewpoint.	He enjoys adventure sports; on the other hand , his sister prefers more leisurely activities.

Difference between "so" and "because"

	so	because
Explanation – type – usage	coordinating connective <ul style="list-style-type: none"> It expresses a consequence or result It shows that one event or situation leads to another. It is often used to explain the reason for an action or to provide an explanation for something that has happened. It is used to connect two independent clauses or sentences. 	subordinating connective <ul style="list-style-type: none"> It introduces a subordinate clause and indicates the reason or cause for an action or event. It establishes a cause-and-effect relationship by explaining why something happened. It is used to connect a dependent clause (introduced by "because") with an independent clause.
Example and explanation	It was raining, so I took an umbrella.	I stayed home because I was raining.
	The rain (first clause) is the cause, and taking an umbrella (second clause) is the result or consequence	Raining (dependent clause) is the cause, and staying home (independent clause) is the result or consequence.

Connectives

Difference between “since” and “because”

	since	because
Explanation	<ul style="list-style-type: none"> It is primarily used to indicate A POINT IN TIME from which an action or state started. It emphasizes the duration or continuity of an event or condition. It can also be used to express a cause-and-effect relationship, but WITH a focus on the temporal aspect. 	<ul style="list-style-type: none"> It is used to introduce a reason or explanation for an action or event. It emphasizes the cause-and-effect relationship between two clauses. Unlike "since," "because" DOES NOT HAVE a temporal connotation and focuses solely on the CAUSE.
Example and explanation	<ul style="list-style-type: none"> <u>Example 1 (Temporal):</u> I have been studying English since 9 a.m. <u>Example 2 (Cause and Effect):</u> Since it was raining, we decided to stay indoors. 	<ul style="list-style-type: none"> <u>Example 1:</u> I stayed up late because I had to finish my assignment. <u>Example 2:</u> She couldn't attend the party because she was feeling unwell.

Preposition

<u>Preposition</u>	<u>Example</u>	<u>Explanation</u>
above	The sun is <u>above</u> the horizon.	It indicates a vertical or higher position in relation to something else.
across	Once you reach the traffic lights, turn left. Then walk <u>across</u> the road. The library is on your right.	In this sentence, the library is located on the opposite side of the road. So, the instruction is to cross the road after reaching the traffic lights and turning left. The person is directed to move from one side of the road to the other. After crossing, the library will be on the right side of the person.
after	I always lie down <u>after</u> a swim.	To indicate the time following an event or action, or something occurs subsequent to an event or action.
along	When you leave the hotel, turn left. Then walk <u>along</u> the road. The library is on your right.	In this sentence, the library is located alongside the road. So, the person is advised, after leaving the hotel and turning left, to continue walking in the same direction as the road. The library is located on the right side of the road as the person walks along it.
among	He found his wallet <u>among</u> the various items in his backpack.	It is used when referring to the relationship or position of three or more entities or individuals.
at	I'll see you this evening <u>at</u> Sarah's house.	We often use at to show where something happens - for example, with meeting places or points on a journey.
	The President will arrive <u>at</u> the Hong Kong Airport in the afternoon and stop for three hours.	To indicate the place where people will arrive or stop.
	My cousin visits me and he stays <u>at</u> the Hilton Hotel.	To describe the location where someone stays. When referring to a hotel where someone stays, we use the preposition "at"
	Shall we meet <u>at</u> breakfast?	We often use "at" with words for things that people do.
	I get up <u>at</u> 6 o'clock every day.	To indicate a specific time, such as a particular hour or time of a day: 5am, 8pm, etc.
	We usually go on a trip <u>at</u> Christmas.	It is used when referring to holidays or festivals.
	My sister started school <u>at</u> 3.	To indicate the age someone has reached.
	My room's <u>at the top</u> of the house.	We often use "at" with the top, the bottom, the side, the beginning and the end.
before	He lived in Mainland China <u>before</u> 1984	It could be that something happened for a short time or for many years before but not

Preposition

		after that. This means after 1984, he is no longer living in Mainland China.
below	The temperature dropped <u>below</u> freezing.	It indicates a position that is lower than something else.
beside	She sat <u>beside</u> her best friend in the classroom.	To indicate a physical or metaphorical position next to or alongside something or someone.
besides	<u>Besides</u> being a talented actor, he is also a teacher.	To introduce additional information or to indicate something apart from what has already been mentioned.
between	She had to choose <u>between</u> the red and blue dresses.	It is used when referring to the relationship or position of two entities or individuals.
by	I'll be home <u>by 7 o'clock.</u>	To indicate a point of time before which the speaker plans to be home.
	She often goes to school <u>by bike.</u>	To indicate the means of transportation.
	This book is written <u>by</u> Mr. Hung, my teacher.	To indicate the author of a book.
	The cat is sleeping <u>by</u> the fire.	This means the cat is sleeping "next to" or "beside" the fire.
for	He has lived with his parents in Mainland China <u>for two years.</u>	To indicate a duration of time. It means he has lived in Mainland China for two years, but he is no longer living there now.
	I read books <u>for</u> pleasure.	"For" is used to indicate a purpose or aim. Therefore, "for pleasure" indicates that an activity or action is done for enjoyment, satisfaction, or leisurely purposes.
from	She didn't get the passing grade <u>from</u> her exam.	To indicate the source of the grade, which the exam that the speaker took.
	I received a letter <u>from</u> my friend.	To indicate a source, origin, or starting point.
from...to...	I took the MTR <u>from</u> Chai Wan <u>to</u> North Point.	To describe the starting point of a journey, we use the preposition "from". Then, use "to" for the destination.
	The restaurant opens <u>from</u> 7am <u>to</u> 12 midnight.	To describe the starting point of time and the finishing time, we use the preposition "from...to...".
in	His parents were killed <u>in</u> a car accident.	To describe an accident that took place
	I'll finish the work <u>in</u> two weeks.	To indicate a period of time during which the speaker plans to finish the work.
	He likes to read book <u>in</u> bed.	To suggest that the speaker will not remain under the covers and will not be sleeping.

Preposition

	I found the old lady <u>in the car park</u> .	To indicate the location or place.
	Who's the man <u>in the green suit</u> ?	To use "in" with clothing items. Remember to use "the" in the prepositional phrase
	My son will come back <u>in June</u> .	To indicate the time (month)
	When they were on holidays they stayed <u>in a camp</u> .	To indicate an enclosed space or location, or a location within an object or body
	The Prime Minister <u>arrived in</u> Tokyo last night.	To indicate being inside a place or location. This means the location where the Prime Minister arrived, which is Tokyo.
	Her mother is interested <u>in</u> painting.	When asking about someone's interests, we use the preposition "in".
	She never has breakfast <u>in</u> the morning.	Use "in" to describe someone's level of activity during a certain period of time, such as morning, afternoon, evening.
	Bob ran 100 metres <u>in</u> 11 seconds.	To describe the time, it takes to complete an action, we use the preposition "in" followed by the amount of time it took.
	<u>In</u> the past, we didn't have MTR.	To indicate a period of time or a specific era.
	Marie Curie was born <u>in</u> Warsaw.	To indicate the location or place. This sentence specifies that Warsaw is the city of her birth.
	The tall lady <u>in</u> a yellow dress is my aunt.	The preposition "in" indicates the location or position of the tall lady. This sentence specifies that she is wearing or dressed in a yellow dress.
off	When do you <u>take off</u> your wrist watch?	The phrasal verb "take off" is used when referring to the act of removing or unfastening something that is worn on the body, such as clothing or accessories.
on	Under the sunlight, I like to lie <u>on the beach</u> .	To indicate that something is situated or happening on the surface of that location
	She had a ring <u>on</u> every finger.	We are referring to the finger as a surface on which the ring is placed or worn.
	Where do you usually spend <u>on a holiday</u> ?	To indicate a day, e.g. a specific day
	What news are there <u>on television</u> or <u>on radio broadcasts</u> today?	To describe something that is transmitted through the airwaves and received by the audience through electronic devices that are located on a surface
	I'll just lie down <u>on the bed</u> for an hour.	To suggest that the speaker will rest on top of the bed for a period of time.
	You'd better go <u>on the next train</u> to Shanghai.	To indicate the mode of transportation that the speaker is recommending.

Preposition

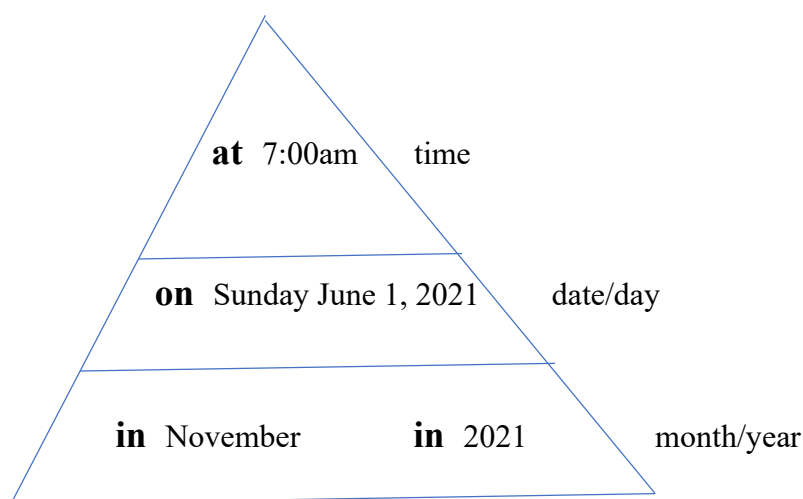
	Did you come <u>on your bicycle</u> ?	To indicate being aboard a mode of transportation, e.g. riding a bicycle.
	Her birthday is <u>on 2nd of October</u> .	To indicate the specific day (date)
	I usually go to church <u>on Sunday</u> .	To indicate the specific day (day of the week)
out of	Go <u>out of</u> Exit E of this Shopping Arcade, you will see the library.	The preposition "out of" is commonly used to indicate movement or direction from within an enclosed space to the exterior. In this case, it suggests that you are inside the Shopping Arcade and need to exit through Exit E.
over	They built a bridge <u>over</u> the river.	It indicates a spatial relationship, and a sense of movement from one side or place to another.
since	He has lived in Mainland China <u>since</u> 1984	Something started happening in the past and has continued up until the present. This means he lived in Mainland China since 1984 and at present, he is still living in Mainland China.
to	<u>Say hello to</u> your aunt when you meet her.	To indicate the person to whom the speaker greeted.
	He always <u>talks to</u> himself.	To indicate the person with whom he is communicating.
	Will you <u>listen to</u> me when I'm talking to you?	To indicate the action of paying attention to something that is being said or heard.
	It takes about 5 minutes to <u>walk to</u> the bridge.	To describe movement from one location to another. So, when describing the time, it takes to walk across the bridge, we use the preposition "to".
	I <u>look forward to</u> meeting you next month.	The phrase "look forward to" is an idiomatic expression that indicates anticipation or expectation towards something in the future. It is followed by a noun or a gerund.
	They <u>went to</u> the museum.	The preposition "to" is used to express movement towards a specific place or destination.
under	The cat is sleeping <u>under the table</u> .	It indicates a position that is beneath or lower than something else.
until	He studied <u>until midnight</u> .	To indicate the point in time when the action stopped or something ended

Preposition

with	The tall lady <u>with</u> a brown LV bag is her mother.	The preposition "with" indicates a possession relationship. It highlights the presence of an accessory, a belonging or description about appearance. This sentence suggests that the tall lady is holding or carrying a brown LV bag.
	I'm coming <u>with</u> you.	It indicates an accompanying relationship.
	Judy is the girl <u>with</u> the long hair.	To use "with" with body parts, accessories or objects people bring with them.
within	You need to complete the project <u>within two weeks</u> .	To express that something is inside, inside of, or contained within certain limits, boundaries, or conditions.
without	She managed to succeed <u>without</u> any help.	To express the absence or lack of something, or being outside of certain limits, boundaries, or conditions.

Preposition of Time

Time Pyramid



Exception

at	at the weekend at night
in	in the morning in the afternoon in the evening
on	on Monday morning on Tuesday afternoon on Sunday evening on Wednesday night on the evening of May 26

Preposition

Preposition of Place/Position

1. in front of, between, behind, opposite, under

in front of	Alice sits in front of me.
between	The library is between the restaurant and the supermarket.
behind	Peter sits behind Margaret.
opposite	There is a laundry opposite my home.
under	The boat sailed under the bridge.

2. by, beside, next to

by	The cat is sleeping by the fire.
beside	My best classmate sits beside me.
next to	The barber shop is next to my home.

3. close to, near

close to	There is a post office close to my home.
near	There is a MTR station near my sister's school.

4. Difference between “at”, “in” and “on”

- We use “at” to show where something happens, e.g. the meeting places or points on a journey.
 - I saw Linda waiting **at** the bus stop.
 - Turn left **at** the next corner.
 - Shall we meet **at** your office?
- We use **in** with 3-dimensional spaces like boxes, rooms, towns or countries.
 - ‘Where’s Mum?’ ‘**In the kitchen.**’
 - There’s nothing **in the fridge.**
 - Sara’s **in Poland.**
- We use **on** with 2-dimensional surfaces like floors, tables, walls or ceilings.
 - Why are all those papers **on the floor?**
 - The church has wonderful paintings **on the ceiling.**
 - She had photos of all her family **on the wall.**
- Sometimes **in** and **at** are both possible. We prefer **at** when we are thinking

Preposition

about the activity – what we do in the place – and **in** when we think about the place itself.

- We had lunch **at** the Jade Garden Restaurant. (= The activity we are talking about was the lunch.)
- It was very hot **in** the big dining room. (= The place we are talking about was the dining room.)

Adverbs of Manner

Adverbs are a type of word that modifies or provides additional information about verbs, adjectives, or other adverbs. Adverbs of manner specifically describe the way or manner in which an action is performed. Adverbs of manner answer the question "how" or "in what manner" someone does an action.

I. -ly

Adverbs of manner often end in "-ly". They are formed in the following manner:

Most adjectives	Add "-ly"	soft → softly
		polite → politely
Adjectives that end in "y"	Drop the "-y" and add "ily"	easy → easily
		happy → happily

Examples

- The girls answered all the questions **correctly**.
- She writes **neatly**.
- He drove **carelessly**.
- The traffic is moving **slowly**.
- The plane landed **safely**.
- Katy plays the piano **skilfully**.
- Please speak **clearly**.
- They waved goodbye **sadly**.
- David sings **happily**.
- The children walked **quickly** into the classroom.

Placement of Adverbs of Manner

Adverbs of manner are typically placed after the verb they modify. They can also be placed before the verb or at the beginning or end of a sentence for emphasis.

Examples:

- She *sings* **beautifully**. (After the verb)
- He **carefully** *painted* the artwork. (Before the verb)

Adverbs of Manner

- **Quickly**, he solved the puzzle. (At the beginning of the sentence)
- They danced all night **happily**. (At the end of the sentence)

II. Single Word

It's important to mention that not all adverbs end in "-ly," as some adverbs have irregular forms (e.g., well, fast, hard).

Examples

- He walks **fast**.
- I woke up **early** this morning.
- She sings pretty **good**.
- You must work **hard**.
- The kids all behaved **well**.

III. Adverbial Phrase

Adverbial phrases can also function as adverbs of manner. These phrases provide information about the manner or way in which an action is performed.

Examples:

- Da Ming is behaving **like a baby**.
- Please speak **in a clear voice**.
- She writes **in a very grown-up manner**.
- You can buy these books **more cheaply** in Amazon.
- They sell everything **at a very low price**.
- David sings **like a professional singer**.
- She handled the fragile vase **with great care**.
- He ran to catch the bus **in a hurry**.
- They participated in the game **with enthusiasm**.
- She spoke to the upset customer **in a calm manner**.
- He completed the challenging task **with great effort**.

Question Words

General Use of Question Words

How	To ask for instruction	How do I get to the library?
Where	To ask for location / place	Where is the library?
What	To ask for information about things / actions	What caused the accident?
Who	To ask for the person	Who made this cake?
When	To ask for the time	When did you come to Hong Kong?
Which	To ask for the option / choices	Which dress is prettier?
Why	To ask for the reasons	Why did you not take breakfast?
Whose	To ask about possession	Whose books are these?

Special Use of Question Words

Question Words	Common Phrase	Example
What	What about	What about going to see a movie?
	What time	What time does the library open?
Which	Which + noun	Which book do you like best?
Whose	Whose + noun	Whose ball is this?
Why	Why don't you...	Why don't you try this car?
	Why not	Why not come to dinner with us this Sunday?
How	How + adjective	How heavy is the suitcase?
		How tall is your son?
		How old are you?
		How high is the Peak?
	How often	How often do you exercise?
	How about	How about going to Paris?
	How long	How long have you lived in Hong Kong?
	How far	How far is it from your home to your office?

Question Words

Difference Between "How" and "What"

	Function	Example
How	Focusing on Manner, Condition, or Method	How are you feeling today?
		How did you solve that math problem?
		How does this machine work?
		How can I improve my writing skills?
		How is your life in Mainland China?
What	Focusing on Identification, Description, or Possession	What is your favourite colour?
		What did you eat for breakfast?
		What is the capital of France?
		What time is the meeting?
		What are your plans for the weekend?

Distinguishing between "How" and "What" in Conversations

Dialogue	Question	Answer
How	How did you make that delicious cake?	I followed a recipe I found online.
What	What did you buy at the mall?	I bought a new pair of shoes and a dress.

Mistakes and Errors

<u>Wrong (×)</u>	<u>Comment</u>	<u>Corrected Version (✓)</u>
What is your life in Canada?	The sentence sounds unusual and unclear.	1. What is your life <u>like</u> in Canada? 2. How is your life in Canada?
What pocket money do you have every month?	The phrase "pocket money" refers to a specific amount of money given regularly. Therefore, it is more appropriate to inquire about	How much pocket money do you receive every month?

Question Words

	the amount rather than treating it as an unidentified entity.	
How long did you come to Hong Kong?	“How long” is used with present perfect tense to ask about <i>a period of time</i> . We can use “when” with simple past tense to ask about <i>a point in time</i> .	<ol style="list-style-type: none"> 1. How long have you lived in Hong Kong? 2. When did you come to Hong Kong?